

JOURNALISM CURRICULUM

Course 15902

Students in Journalism learn the basics of journalism, including photo journalism. Students will organize and present information to address a variety of topics and contexts. In the journalism course students will apply their writing skills, grammatical skills, and organization skills to contribute sections to the Yearbook. Students should have command of language conventions and read and communicate at a college and career level. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

JOURNALISM OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul style="list-style-type: none">• Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none">• Students write clear and focused text to convey a well-defined perspective and appropriate content.• Demonstrate a grade-appropriate command of the conventions of standard English grammar.• Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Completion of assigned Yearbook Spreads	1-year	YouTube Videos

JOURNALISM MAP:

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1 Team Building Marking (Period 1 - 4 weeks)	<ul style="list-style-type: none"> Becoming a team through communicating about ways in which they will be collaborating throughout the year 	Purpose of Yearbook Class Functions of Yearbook Staff Roles and Responsibilities Creating Goals	<ul style="list-style-type: none"> How do the skills learned in yearbook benefit real-world careers? What strategies does one use when acting both ethically and legally as they collaborate to make a publication? How does a yearbook staff structure echo a real-world corporate structure? 	CC.1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group	<ul style="list-style-type: none"> Discuss strategies for effective communication with the publication team Understand how yearbook staff structure echoes the real-world of business Understand the purposes of a yearbook 	Graphic organizers PowerPoint Presentations YouTube Training Videos	Exit Tickets Book Critique Goal Tending
Unit 2 Marketing (Marking Period 1 - Ongoing as additional training may be needed)	<ul style="list-style-type: none"> Examine how an effective marketing campaign functions 	Marketing Identity Target Audience Marketing Plan	<ul style="list-style-type: none"> What strategies make a marketing campaign effective? How do professional marketers like Coca-Cola communicate to their target audience? 	15.9 Marketing 15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning. 15.9.12.I Design a comprehensive promotion plan for a product or service.	<ul style="list-style-type: none"> Examine how an effective marketing campaign must use phrases and images that convey their message in an appropriate way to a variety of people in their audience 	Graphic organizer for notes PowerPoint presentation	Exit Tickets Brainstorming Marketing Worksheets Marketing Plan

				<p>CC.1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>			
Unit 3 Photography (Marking Period 1 & 2)	<ul style="list-style-type: none"> Learn and practice photo composition techniques 	<p>Photojournalism</p> <p>Bird's-eye view</p> <p>Worm's-eye view</p> <p>Rule of Thirds</p> <p>Leading Lines</p> <p>Composition</p> <p>Angle</p> <p>Cropping</p> <p>Repetition of Patterns</p> <p>Editing</p> <p>Center of Visual</p>	<ul style="list-style-type: none"> What is photo journalism? How does one capture photos with meaning? 	<p>CC.1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5 Speaking and Listening: Students present appropriately in</p>	<ul style="list-style-type: none"> Learn how to tell a story through a photo Demonstrate knowledge of photo composition Learn and apply interviewing and caption writing basics to photos. 	<p>Graphic organizers</p> <p>PowerPoint Presentations</p> <p>Modified Photo Scavenger Hunt</p>	<p>Photo Scavenger Hunt</p> <p>Photography Terms Quiz</p> <p>Exit Tickets</p>

		<p>Interest (CVI)</p> <p>Sequence</p> <p>Sizing</p> <p>Reference Photos</p> <p>Perspective</p> <p>Format</p> <p>Captions</p>		<p>formal speaking situations, listen critically, and respond intelligently as individuals or in group</p>			
<p>Unit 4 Design (Marking Period 1 & 2 - Ongoing as additional training may be needed)</p>	<ul style="list-style-type: none"> Learn about and use rules of design 	<p>Typography</p> <p>Content Module</p> <p>Cut-out Background Photo</p> <p>Dominant Photo</p> <p>Drop Cap</p> <p>Eyeline</p> <p>Primary Headline</p> <p>Secondary Headline</p> <p>Story</p> <p>Tight Spacing</p> <p>Contrast</p> <p>Harmony</p> <p>Alignment</p> <p>Proximity</p>	<ul style="list-style-type: none"> How does one use professional design rules to guide his/her work? 	<p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	<ul style="list-style-type: none"> Create a layout sketch by applying yearbook design principles Apply knowledge of design and technology to begin creating a product that communicates stories effectively 	<p>PowerPoint Presentations</p> <p>YouTube Training Videos</p> <p>Graphic organizer</p>	<p>Design Scavenger Hunt</p> <p>Design Makeover</p> <p>An Anatomy Lesson Quiz</p> <p>Practice Yearbook Spread</p>
<p>Unit 5 Traditional and Alternative Copy (Marking Period 1 & 2 - Ongoing as</p>	<ul style="list-style-type: none"> Thinking creatively about coverage ideas to make publication inclusive as well as interesting to a 	<p>Feature Story</p> <p>Interviewing</p> <p>Polls</p> <p>Surveys</p>	<ul style="list-style-type: none"> How does one communicate effectively in a traditional written format? How can Quick Read ideas be used as a form of 	<p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and</p>	<ul style="list-style-type: none"> Learn how to write effective captions and summarize ideas succinctly Learn differences between a poll and survey and how to gather information 	<p>PowerPoint Presentations</p> <p>YouTube Training Videos</p> <p>Graphic organizer</p>	<p>Developing Polls/Surveys Activity</p> <p>Primary and Secondary Headlines Activity</p>

additional training may be needed)	wide-range of people	<p>Primary Headline</p> <p>Secondary Headline</p> <p>Summary Caption</p> <p>Extended Caption</p> <p>Quote Caption</p> <p>Identification Caption</p>	alternative copy?	<p>spelling.</p> <p>CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	<ul style="list-style-type: none"> Practice headline writing strategies to distill the essence of a story into 3-5 clever words plus a sub-headline 		<p>Caption Writing Assessment</p>
Yearbook Production (Marking Periods - 1, 2, 3, & 4)	<ul style="list-style-type: none"> Create spreads for use in yearbook and submission by deadline. 	<p>Deadline</p> <p>Editing</p> <p>Style Guidelines</p> <p>Critique</p> <p>Evaluation</p>	<ul style="list-style-type: none"> How and why is yearbook(ing) an extraordinary real-world experience? What skills in journalism, business, technology, and life will be most beneficial and transferable from school to career readiness? 	<p>CC.1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> Apply knowledge of design and technology to begin creating yearbook product that communicates school and personality effectively Use all skills taught to communicate through photography, writing, and design Accept, critique, and edit layouts for submission before deadline 	<p>Class critique of yearbook spreads</p> <p>Class brainstorming sessions for spread/coverage ideas</p>	<p>Assigned Yearbook spreads completed before deadline</p> <p>Evaluation of assigned yearbook spread(s)</p> <p>Participation and work ethic evaluation by team members and teacher</p>

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